



School
Education
Plan
2023/24

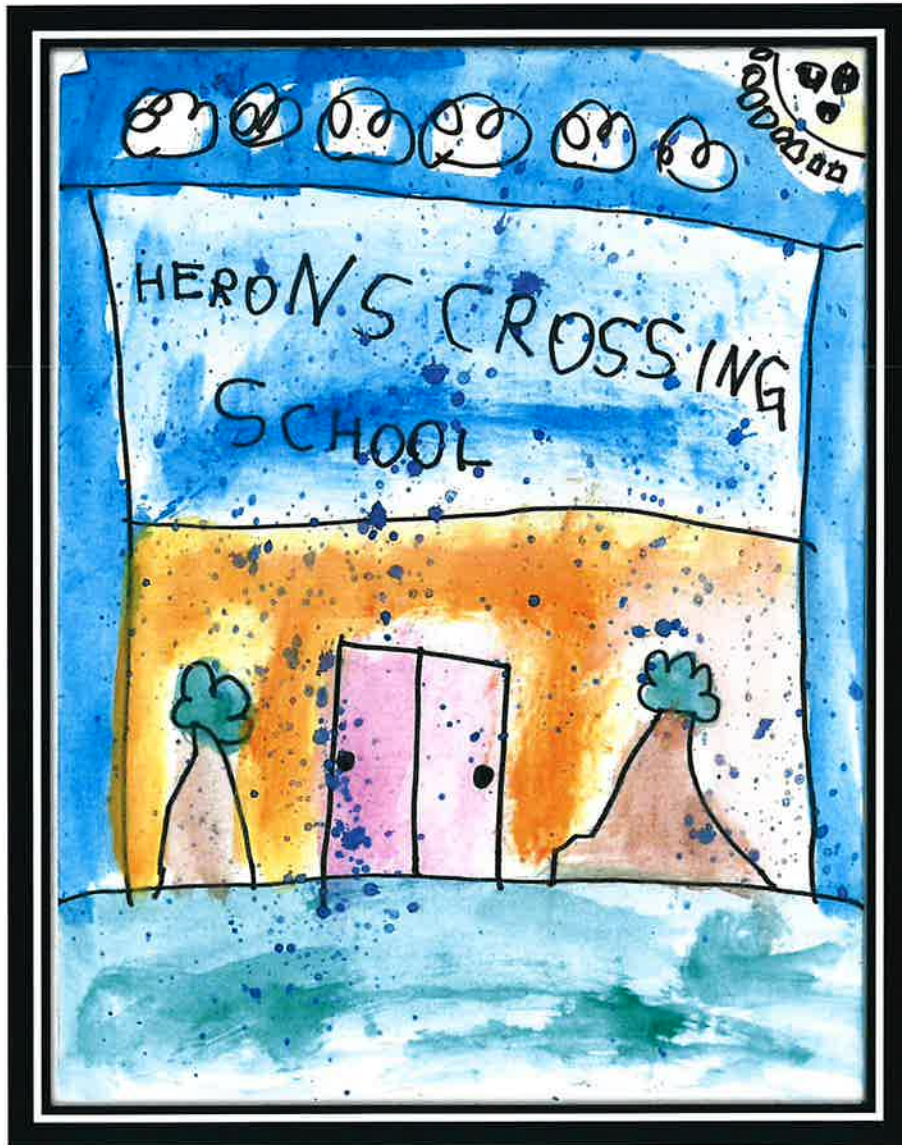


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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators Team Message

We are energized and excited for the work ahead for staff at Herons Crossing. Taking the time to establish our priorities during school start-up has set us up for improving our school in many ways. Literacy and numeracy continue to be the foundational focus for what our students need to be successful at school and beyond. Making learning visible will be an ongoing focus this year. Parents will have a standing invitation to attend our assemblies, learning celebrations and day-to-day activities. Finally, our work with Positive Behaviour Interventions and Supports will help to influence an environment where expectations are clear and desired learning behaviours are acknowledged and celebrated.

Rocky View Schools has initiated consistent standards-based assessments in reading, writing and math. Based on our current results, we will be focusing on strengthening literacy and numeracy skills in our students and continuing to model, share and support strong pedagogy with all our staff. Professional learning, collaboration and modeling of best practices will help to ensure that our collective instruction matches the needs of our students.

We are looking forward to making good progress on school-based wellness through continuing the important work of designing a unique Herons Crossing Positive Behaviour Intervention System. Our committee has had the chance to meet and set the goal of having a school wide matrix of expectations completed by January of 2024. This will be followed by intentional instruction on expected behaviours and consistent response and language from staff in our work with supporting student conduct.

Our House Teams Committee is looking forward to using House Teams at Herons Crossing as a way to promote belonging and pro social behaviour in a fun and engaging way for students. Our House Teams will serve as a vehicle for forwarding the work of our PBIS committee and creating a common language at Herons Crossing.

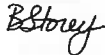
We look forward to sharing this learning journey with you throughout the year. You can expect to read about what we have been learning about and why in our weekly school newsletters. For visuals on day-to-day student learning, you are welcome to like our Herons Crossing Facebook.



Brendan Trinca, Principal



Justina Law, Assistant Principal



Brianna Storey, Assistant Principal

Safe

Respectful

Responsible

School Profile

<p>Principal: Brendan Trinca</p> <p>Assistant Principal(s): Justina Law Brianna Storey</p> <p>Website: https://herons.rockyview.ab.ca/</p>	<p>Mission: Herons Crossing School is a safe and respectful community where learners feel inspired to create meaningful relationships beyond the classroom.</p> <p>Vision/Purpose/Beliefs: At HCS we build connections, explore the world with curiosity, and we are compassionate towards others.</p>
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Total Number of Students: 901

Grades served: Kindergarten to Grade 8

Total Number of:

- Classroom Teachers: 42
- Learning Support Teachers: 2
- Learning Assistants: 14
- CDAs: 2
- Learning Commons Facilitators: 1
- Office staff: 3
- Caretaking staff: 4

School Diversity Profile

As with all Rocky View Schools, Herons Crossing Schools reflects a rich and diverse learning community.

Notably, 5% per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 9.5% per cent of our school population. The most common first languages for these students are Urdu, Korean, and Hindi.

As an inclusive school, we welcome 7.6% per cent of our students who have significant learning needs.

Additionally, our school offers opportunities for students to be physically active through drop-in gym, intramural, and sports team programs. Our learning commons hosts regular literacy programming to help students further develop their literacy skills. We also offer specialized music programming for students in Kindergarten to Grade 6, and a Grades 6-8 band program. There are numerous HCRO clubs, representing a wide variety of interests, for students to join throughout the year.

Student Feedback from Spring 2023

What do students think are some things that are going well?

- The way that the teachers are teaching our subjects and explaining it right and also they are doing very well with extra help with those who need the extra help.
- We are also going well with the bathrooms, most of the stalls have locks in fact the grade 7 & 8 bathrooms have all the locks
- The teacher and staff support is great, the food lab is fun and engaging

What do students think could be worked on or improved?

- More interactive projects for the older grades.
- All I want in this school is for the soccer "nets" to actually have nets on them, that's it.
- The outside area and stuff to do at recess, the locker system (the lockers are stacked and it makes it difficult to get your stuff at the end off the day because it is overly crowded and you sometimes get shoved to move when your trying to get your stuff), the seating is uncomfortable and you get sore after sitting on the seats all day, the bathrooms are always dirty.

Parent Feedback from Spring 2023

What do parents think are some things that are going well?

- Opportunities for the school community to come to the school and see what is happening, for example the celebration of learning and grade one literacy night.
- Communication about student learning from classroom teachers.
- School community building activities such as spirit days and celebratory days.
- Caring and welcoming classroom environments.

What do parents think could be worked on or improved?

- School wide communication about school activities, events, upcoming dates.
- Consistent reporting of student learning through PowerSchool throughout grade levels.
- Improvement on the clear expectations of positive behaviour within the school, with support and resolution of conflicts between students.

RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 8.	MIPI	21%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	45%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3 and 7.	RVS Writing Assessment	N/A
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	30%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	61%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	92%

What does this data tell us is going well?

- Students with individual program plans are achieving their learning goals
- Students are attending school regularly

What does this data tell us could be improved or worked on?

- Students performing at grade level in literacy and numeracy
- School wide results on the Tiered Fidelity Inventory for PBIS

Alberta Education Assurance Measure Results

Spring 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Herons Crossing School			Alberta			Measure Evaluation		
		Current Result	3 Year Average	5 Year Average	Current Result	3 Year Average	5 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.3	78.4	78.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	75.8	73.7	72.6	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.8	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	70.2	n/a	n/a	n/a	67.3	n/a	n/a	n/a
	PAT: Excellence	n/a	11.6	n/a	n/a	16.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	16.2	n/a	n/a	n/a	n/a
Teaching & Learning	Education Quality	87.5	84.5	84.8	86.1	89.0	88.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	83.5	83.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.0	74.7	74.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	70.9	66.3	70.5	79.1	78.8	80.3	Low	Maintained	Issue

What does our data indicate is going well?

- Students receive high quality education
- Students are engaged in their learning
- Students are learning citizenship skills

What does our data tell us could be improved on?

- Increase opportunities for parental involvement at school
- Continue to develop practices that foster welcoming, caring, respectful and safe learning environments

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Increase the number of students reading at grade level?

School Goal 1: To increase the number of students reading at grade level by 10%		
Data that informed this goal: BAS Assessments - 45% of students Grades 1-8 reading at grade level LeNS Assessments – 24% of Grade 1 students and 38% of Grade 2 students at risk in reading CC3 Assessment – 19% of Grade 2 students and 44% of Grade 3 students at risk in reading		
Connection to the practice guide(s): <ul style="list-style-type: none"> • <u>Professional Learning Practice Guide:</u> “Educators reflect on and incorporate data to measure the impact of professional learning on students and their learning.” (page 5) • <u>Instruction and Assessment Practice Guide:</u> “Diverse needs are met through co-teaching, co-collaborating.....and flexible assignment of additional resources to classrooms and classroom teachers to support the overall and individual learning and needs of all students.” (p.7) • <u>Inclusion Practice Guide:</u> “Use a Strength-Based Approach to Meeting Learner Needs – Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners.” (p. 9) 		
Strategies: <ul style="list-style-type: none"> • Grades 1-3 are provided with a half hour block of uninterrupted literacy time. Additional adults are present to facilitate small group targeted instruction for students. • Schoolwide read-to-self block during afternoon homeroom. • Grade Teams collaboration to create rich balanced literacy instruction. 		
Measures: <ul style="list-style-type: none"> • Percentage of students who actively participate in our Home Reading Program. • Percentage of teachers who actively engage in half hour literacy block. • Assessments as per RVS Schedule. 		
Parents can: <ul style="list-style-type: none"> • Attend the Parent Literacy Evening. Tentatively scheduled for late January. • Actively engage in our home reading program. 		
Check-Ins	Progress and Analysis	Adjustments to Plan

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November 24	<ul style="list-style-type: none"> Literacy programs are running in the Learning Commons for Grades 1-3 BAS assessments are underway in Grades 2 and 4 Grade 7 and 8 teachers are working with the learning commons facilitator to promote literacy and strong reading habits during reading block 	<ul style="list-style-type: none"> Continue planning for Parent Literacy Evening in January, School Council to help promote this event Learning Commons to purchase and promote high interest texts for middle school readers
March 15	<ul style="list-style-type: none"> Teachers using UFLI Foundations are noticing improvement in the CC3 data of their students. Beginning to budget and plan for the 2024-2025 school year with the intent of maximizing the Fte of Literacy and Numeracy specialists. 	<ul style="list-style-type: none"> Resources purchased from divisional funds that support literacy and numeracy development in relation to the new Alberta curriculum. Learning Disruption Funding used to bring in a Literacy Specialist. This teachers worked with small groups of students with targeted instruction. Parents of these students were engaged to support at home through a Home Reading Program.

Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Use high-yield instructional strategies to increase students' mathematical fluency?

<p>School Goal 2: To increase the number of students performing at grade level in Math Intervention Programming Instrument (MIPI) by 10%</p>
<p>Data that informed this goal: Based on current school year MIPI assessments, 21% of our students in Grades 4-8 are performing at grade level.</p>
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> <u>Instructional and Assessment Practice Guide:</u> "Teachers understand that the primary goal of assessment is to inform teaching." (p.9) <u>Professional Learning Practice Guide:</u> "Research and data-informed critical reflection play a significant role in establishing high quality professional learning and professional practice. As

architects and designers of life-long learning, there is individual and shared responsibility to use a variety of rich data sources to assess student learning and inform our professional learning and practices." (p.9)

- Inclusion Practice Guide: "Hold High Expectations for All Learners – Creating a culture of high expectations begins with academic and social inclusion. This is achieved through accessible social-emotional and academic curricula, with multiple entry points that validate student identity through meaningful and relevant learning experiences." (p. 9)

Strategies:

- Consistent Professional Learning in how to apply Concrete, Pictorial and Abstract thinking using Math manipulatives
- Modeling and sharing instructional practices like Thinking Classrooms and Number Talks.
- School Wide Weekly Numeracy Challenges of the Week that model multiple entry points and flexibility in thinking, paired with resource sharing with teachers.
- School Wide focus on Procedural Fluency that balances efficiency, flexibility and accuracy.
- Staff will re-visit interventions during Class Reviews throughout the year.

Measures:

- Number of students/classrooms that engage in the Numeracy Challenge of the Week
- Number of classrooms that attend a modelled lesson with an RVS Learning Specialist.
- Percentage of students that are achieving at Grade Level in an RVS assessment (MIPI)

Parents can:

- Engage with Numeracy Games that are shared with them in the Herons Headlines.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • School-wide numeracy challenges are actively promoted during morning announcements to model effective numeracy strategies • K-8 Teachers and learning support engaged in PL on Nov 20 from the RVS Learning Department for effective number sense and fluency instruction • MIPI completed for students in Grades 4-8 	<ul style="list-style-type: none"> • Purchase additional math manipulatives for student use in teacher identified areas of need.
<p>March 15</p>	<ul style="list-style-type: none"> • Learning Commons Tech and Literacy Specialist presented at RVS Board meeting showcasing exemplary practice. 	<ul style="list-style-type: none"> • Many teachers collaborated with RVS Learning Specialists during their residency at Herons Crossing, focusing on Literacy &

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	<ul style="list-style-type: none">• 80% of K-4 teachers have implemented strategies learned and observed at their literacy block.• 90% of teachers have incorporated numeracy practices observed in numeracy challenges or games.	<p>Numeracy instruction and assessment.</p> <ul style="list-style-type: none">• Teachers involved in RVS Middle Level Literacy Cohort and Calgary Regional Consortium Thinking Classrooms Professional Learning.• Literacy and Numeracy resources purchased to support new curriculum.
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Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We: engage students to actively reflect on the competencies they are learning, to plan for their future?

<p>School Goal 1: Increase student documentation of who they are as 'learners'</p>
<p>Data that informed this goal: Percentage of learners who documented and reflected on their learning (K-6 – 21%; 7-8 – 55%) from RVS Assurance Model</p>
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> • <u>RVS Instruction and Assessment Practice Guide:</u> "engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights." (p.7) • <u>RVS Instruction and Assessment Practice Guide:</u> "Working with, reflecting on and returning to learning outcomes helps students make connections to the purpose of learning and reminds them that everything is connected." (p.7) • <u>RVS Instruction and Assessment Practice Guide:</u> "A variety of tools are used to support students where they are and engage them in their learning to empower them to grow in their knowledge and skills." (p.7) • <u>Professional Learning Guide:</u> "To navigate the complex, diverse, inclusive and dynamic classrooms of today, all members of the learning organization must embrace a disposition of inquiry and reflection." (p. 9) • <u>Inclusion Practice Guide:</u> "Multiple Means of Expression – Balanced assessment (ongoing observations, conversations, and products) provides all learners with multiple ways to demonstrate understanding and learning." (p. 14)
<p>Strategies:</p> <ul style="list-style-type: none"> • Build a common understanding of how to use MyBlueprint across Grades through co-construction PL that shares vertical and horizontal alignment • Create Grade team specific competencies and expectations (e.g., Grades 1 to 6 – learn to take a quality photo and build thinking routines; Grades 7 and 8 – building awareness of self-reflection and learner competencies)
<p>Measures:</p> <ul style="list-style-type: none"> • All Complex Learners will have documentation of IPP goals in MyBlueprint by June 2024 • Grades 7-8 share a common understanding and vision of MyBlueprint by June 2024

<ul style="list-style-type: none"> Grades 1-6 share a common understanding and vision of MyBlueprint by June 2025 		
Parents can: <ul style="list-style-type: none"> View and reflect on learning goals with their students in MyBlueprint 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> MyBlueprint set up and in use by learning support to document the IPP Goals and learning of students with complex needs Teacher leads in place for MyBlueprint to begin grade team collaboration around competencies and expectations 	<ul style="list-style-type: none"> No adjustments at this time
March 15	<ul style="list-style-type: none"> All teachers (K-8) have attended an in-service on MyBlueprint with a focus on the use of portfolios for student learning and progress, as well as providing resources for teachers to find class activity lessons. Grade 6-8 teachers have been learning about using skills and interests inventories to guide Career Exploration with students. 	<ul style="list-style-type: none"> No adjustments at this time

Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We: continue to implement PBIS (Positive Behavior Intervention and Supports) in our school community?

School Goal 1: Create a PBIS Matrix by January of 2024, to establish common language and shared understanding of school wide expectations within a caring and inclusive environment

Data that informed this goal:

Current (2021) Tiered Fidelity Inventory score of 30%

Alberta Education Assurance Measures Survey – Welcoming, Caring, Safe, and Respectful Learning Environments

Current (2023) school-wide expectations of Safe, Responsible, Respectful

Connection to the practice guide(s):

- RVS inclusion Practice Guide: “Creating positive, predictable, consistent, and safe school communities.” (p.10)
- RVS Inclusion Practice Guide: “Set and teach clear schoolwide behavioural expectations, positive acknowledgement practices and consistent consequences along a continuum.” (p.13)
- Professional Learning Practice Guide: “As architects and designers of life-long learning, there is individual and shared responsibility to use a variety of rich data sources to assess student learning and inform our professional learning and practices.” (p.10)

Strategies:

- Monthly PBIS Team meetings to co-create and complete matrix for school-wide expectations
- Creating and introducing Herons House Teams for a sense of community and belonging during school-wide PBIS assemblies, and to recognize positive behaviors throughout the school community
- PBIS team co-designs school-wide lessons to teach the positive behaviors represented in the matrix

Measures:

- Conduct a TFI with RVS PBIS Coach in late 2023 to have a more recent score on which to inform our next steps as a school community and PBIS team
- ABEd Survey: Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school
- ABEd Survey: Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful, and safe

Parents can:

- Re-enforce PBIS language and school-wide expectations at home
- Attend PBIS assemblies
- Attend school council to learn about and provide feedback on our school’s PBIS work

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • PBIS Team is in place and meeting monthly 	<ul style="list-style-type: none"> • No adjustments at this time

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	<ul style="list-style-type: none"> • Draft of School-Wide Matrix is well underway and on track to be ready in January 2024 • Continued discussion on implementation of House Teams 	
March 15	<ul style="list-style-type: none"> • School-wide Matrix is complete and visible in school and classrooms • Lessons for teaching of 'Safe' expectation have been created and are begin in March with the goal to complete teaching of 'Safe' by June 2024 • PBIS and House Team committees will continue to meet and plan for 2024-25 school year • Conduct a TFI in April/May of 2024 	<ul style="list-style-type: none"> • September 2024 will begin with PBIS focus teaching 'Safe, Responsible, Respectful' expectations • House Teams will begin September 2024 and act as a vehicle to promote PBIS at Herons Crossing School.

School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of Herons Crossing School



Principal signature on behalf of students and teachers of Herons Crossing School

